

# THE SILENT WORKER.

VOL. VII.

TRENTON, N. J., NOVEMBER, 1894.

NO. 3

Written for THE SILENT WORKER.

**EDWIN ALLAN HODGSON, M.A.**

Well-Known in The Deaf World as  
Teacher, Journalist and Author.

ONE of the prominent deaf persons, whose portraits we have from time to time presented to our readers, is more widely known, both in this country and in Europe, in connection with the class interests of the deaf and as their authorized spokesman than Mr. Edwin A. Hodgson, the well-known teacher, journalist and author. He is a native of England, having been born in Manchester, the city of spindles, in 1854, but was brought to the right side of the Atlantic mill-pond by his parents, while he was a little child. He still remained under the protection of the British lion, however, as his parents settled in Canada, where he enjoyed the advantages of excellent schools, pursuing his studies as far as the second year of a college course. In the Grammar School at Peterboro, where he was fitted for college, he had the double distinction of being the youngest member of his class and of holding the first place in scholarship in it, from start to finish.

The death of his father, occurring when young Hodgson was half way through his college course, obliged him to give up his plan of becoming a lawyer, and to find some more immediate means of support. His tastes had already led him to give some attention to the art of printing, (which he has always conceived and cherished as an art and not as a mere mechanical trade,) and the added misfortune of deafness, which followed an attack of cerebro-spinal meningitis in 1872, decided him to turn to typography as his life occupation. He soon became an unusually rapid and accurate typesetter, and he took the greatest pains to master also the details of press-work and every branch of the printer's art. His knowledge of Latin and Greek enabled him at times to command wages far beyond what ordinary printers receive, in the setting up of articles containing quotations from these languages, which had to be got out with scanty time for the correcting of proofs.

In 1876, the Directors of the New York Institution decided to make instruction in printing a part of the school course, and to put the department on a footing, which should enable it to turn out first class workmen.

Looking about for a competent instructor, they were fortunate in finding

Mr. Hodgson and as he entered on his duties with enthusiasm he soon proved the wisdom of their choice. Spacious and well-lighted quarters were provided, the plant was enlarged, steam-power was introduced and in the course of a few years, the printing department of the New York Institution assumed the proportions of a tolerably large and well equipped business. The *Deaf-Mutes' Journal*, a paper having a considerable circula-

tion among the deaf, was purchased and has ever since continued under the editorial charge of Mr. Hodgson, growing in circulation, in influence and in fulness of information on everything relating to the deaf. As an organ of the deaf it stands at the head of the papers published in this country, if not of all in the world. Among the first-class workmen who have been graduated from the Fanwood office under Mr. Hodgson's tuition are Mr. Geo. S. Porter, instructor in printing at the New Jersey School, Mr. Fred. R. Stryker, who, besides operating a type-setting machine at high pay, writes occasionally in prose and verse for the press; Mr. J. F. Donnelly,

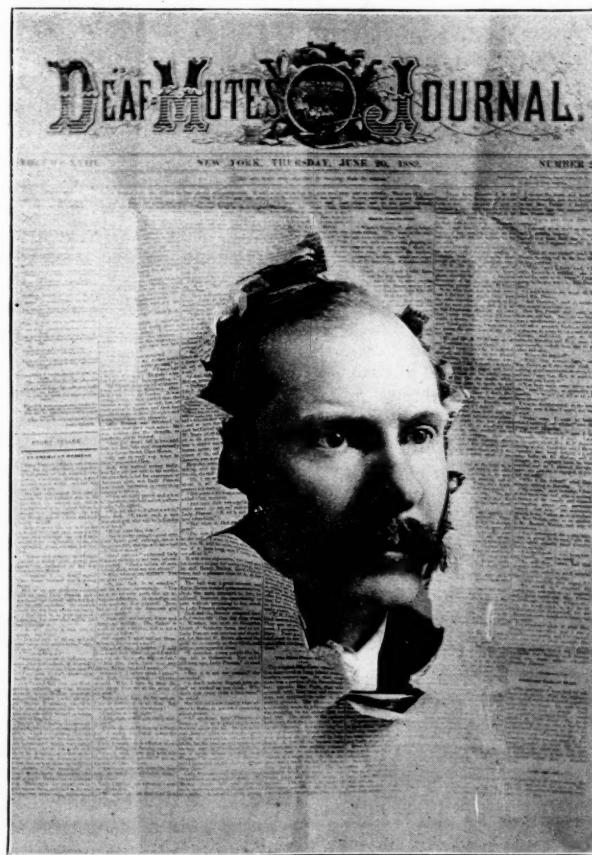
who has been honored by election to the position of "dean of the chapel" in the large office where he has worked, and who is foreman in the office of the *Catholic News* in Brooklyn; Mr. Theo. I. Lounsbury, late instructor in printing at the Central New York Institution; Mr. Anthony Capelli, assistant instructor in printing at the New York Institution; Mr. Elmer E. Smith, formerly instructor in printing in the Nebraska Institu-

lot with the deaf, worked hard in every way to advance their interests. Hardly any convention or important meeting of any kind among the deaf has been held in this country at which Mr. Hodgson has not been present and in which he has not taken a leading part. He is a trustee of the Gallaudet Home for Aged and Infirm Deaf-Mutes at Poughkeepsie, N. Y., and has been President of the Empire State Deaf-Mute Association and of the National Association of Deaf-Mutes. In the latter capacity, he made the address of presentation, when French's fine statue of the elder Gallaudet was unveiled and presented to the college at Kendall Green. Mr. Hodgson was the orator of the day at the unveiling of the Garfield Bust at the college. He was a delegate to the World's Congress of the Deaf at Paris in 1888, and, in short, the deaf-mutes of New York and of the United States have been proud to put him forward to represent them and to speak for them on every possible occasion. Socially, Mr. Hodgson is equally prominent among the deaf. He is a charter member of the Gallaudet Club, an organization comprising among its members the *elite* of the deaf-mutes of New York and vicinity, and is a member, active or honorary, of almost every deaf-mute society in the country.

In 1883, the National Deaf-Mute College at Washington, in recognition of his scholarly attainments and of the services rendered by him in raising the standard of literary taste and performance among the deaf, conferred on him the honorary degree of Master of Arts.

Mr. Hodgson has been twice married—in each case to a deaf lady of beauty and attractiveness. By his present wife he has two lovely children, both of whom have all the senses in full perfection.

As a writer and speaker Mr. Hodgson thinks clearly and expresses himself with readiness and force. He is decided in his opinions and fearless in the utterance of them, but is always mindful of courtesy and fair play in the frequent controversies in which he becomes engaged. He does not believe in the general adoption of the oral system, believing that the manual or the combined system affords opportunity for more practice in written language, and that the use of the sign language awakens the mind and gives the pupils new ideas with a force unequalled by any other means. His judgment on business matters is considered sound and his executive abili-



E. A. HODGSON, M.A., EDITOR "DEAF-MUTES' JOURNAL."

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verse for the press; Mr. J. F. Donnelly,

and a host of others. In fact, one cannot attend a meeting of the deaf any where in the Eastern states without meeting some of Mr. Hodgson's old pupils, and they will generally be found to have a steady job at good pay.

Mr. Hodgson is the author of a very useful little "Manual for the Printer's Apprentice," full of points which are useful to any one, and especially to a deaf-mute, learning the art and mystery of printing. He has also compiled "Facts and Poetry Relating to the Deaf"—a valuable collection of interesting material from many sources.

He has, from the day he cast in his

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ty has been shown in many ways. He has done and is doing, and it may be hoped he will be spared to continue for many years, a work which is of the greatest benefit to those who come under his immediate influence and to the deaf at large.

Written for THE SILENT WORKER.

## A NEW ENGLAND PROPHET.

BY MARY E. WILKINS.

The September number of *Harpers Monthly* contains this story, in which a deaf-mute is made a prominent figure. The scene is laid in the times of the Millerite excitement, in an obscure village far from a railroad. The deaf-mute is uneducated and "has never learned the language of the deaf and dumb." Which must mean that he cannot use the manual alphabet. He is the son of a farmer who becomes a prophet among these simple people and in whose house the meetings are held. He has foretold the end of the world on a certain day and all are busy getting ready their robes for ascension and in attending these meetings three times a day. At one of them the Prophet snatches a slate from his deaf and dumb son and shows it to the assembled people. "Drawn with a free hand, which certainly gave evidence of some in-born artistic skill aside from aught else, were great sweeping curves of wings upbearing an angel with a trumpet in his mouth. Under his feet were lashing tongues as of flames with upturned faces of agony in the midst of them. And everywhere between the wings and the angel and the flames and the faces, were in groups of fire, those grotesque little symbols of the sun, a disk with human features therein, which one sees in the almanacs." The father takes it as a divine revelation and so do many of the audience. There are two who are scoffers and unbelievers and one of these decides the boy has developed a sixth sense to be aware of what is going on around him. The other, a matter-of-fact old uncle, however, hits the truth pretty nearly when he says: "Drawings! The little scamp is sharp as steel, and he's watched and he's eyed till he has put two and two together. It's easy enough to account for the drawings. The air has been so thick lately with wings and wheels and horns and trumpets and everlasting fire that any body that wasn't an idiot could breathe it in, and I miss my guess if his mother ain't showed him the pictures in the great Bible and pointed out the fire and the candle sticks and powder horn. Sophy-Ann is sharp and has done more to learn that boy than any one knows of, though I have my doubts now as to how straight he has it in his mind."

There is a plea for education of the deaf in such stories as these where a boy with a bright mind is described

as unlettered, uncouth, and looked upon by his neighbors as something uncanny. The perfect story with a deaf person as hero is yet to be written. William Henry Bishop came nearest to it in his "Jerry and Clorinda." Why don't some one in the profession try it? Many have clever pens.

I. V. J.

## NOVEMBER.

There is no color in the world,  
No lovely tint on hill and plain;  
The summer's golden sails are furled,  
And sadly falls the autumn rain.  
—Celia Thaxter.

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## HUNTING TRIP IN MAINE.

**S**ONE beautiful morning last October, I left my camp on Churchill Lake in the heart of the Maine woods, for a trip to Pleasant Lake. I did not care to hunt, as we had plenty of moose meat, venison, partridge and trout hanging in the camp, and I have never shot game that was not needed for food.

With my guide I got into our birch-bark canoe and we paddled across the foot of Churchill Lake, and for two miles followed the deep and rapid current of Pleasant Stream. At that point the stream became so shallow and its bed was so obstructed by rocks and sunken trees that we had to get out and wade. The banks of the stream were lined with bushes so thick that it was impossible to make way through them, and if we went back to the forest we should have to travel by compass, which is slow and uncertain.

So we floundered along the bed of the stream, now in water ankle deep, now plunging to the waist in a hole. After carrying the canoe in this way for four miles, we left it on the bank and pushed on without it.

Tracks of moose, caribou and elk were seen every few yards and now and then we saw where a bear had crossed the stream. Keeping a sharp look out and holding our rifles ready, we plodded on for four miles further, when we came out on Pleasant Lake, the most beautiful little body of water I ever saw. Its shores are of clean white sand and it is set in a frame of dense spruce and pine woods, never touched by the lumberman's axe, beyond which are in sight the three graceful peaks of the Pleasant Mountains.

After lunch, which consisted of coffee made in a baking-powder can, backed up by hard bread and cold broiled partridge, we resumed our march.

We passed pools where two-pound speckled trout lay quietly till startled by our approach, and at one place found the tracks, not half an hour old, of a big bull moose who had waded across the stream.

Presently the sharp eyes of the guide noticed a "blaze" cut on a big

cedar by a hatchet, and stepping nearer he found written with a lead pencil the following:

"Jan. 12th, 1894.—Home camp, Harrow Lake, cold and good snowshoeing. Indian devil after me. I must go, Louis Bernard." Underneath was a rude sketch of the Indian devil or panther. Our guide knew Louis Bernard well—a famous trapper and hunter, and he remembered that an Indian devil had killed a moose last winter some seventy-five miles south of where we were. He looked nervously about and remarked that it was about time to start for home. We retraced our steps until we came to our canoe and when we got to deep water we plied the paddles vigorously until just at dark we came in sight of our big camp-fire. That meant dry clothes, a big venison steak, coffee and some of old Joe's "widely known and justly celebrated" hot biscuit, with perchance a parallelogram of molasses cake for dessert. Then pipes and hunting yarns, and rolling ourselves up in blankets for ten or twelve hours of solid sleep. Our guides compared notes on the inscription we had found and agreed that the Indian devil must be in the vicinity, and cautioned us never to stir from camp without a loaded rifle. Heaping up wood on the fire to frighten away the lurking beasts of prey, we rolled over and slept till day break.

Now for the point of the story. On our way out of the woods we met a party of gentlemen under the guidance of this same Louis Bernard. I told him of our finding his record on the tree and he told me the story.

Last January he had a line of traps about ten miles long, and while stopping one day to eat his lunch midway of his round, he heard the scream of a panther, some distance back in a big swamp. Listening to be sure of the sound, he tightened the thongs of his snowshoes and started for home at his best pace, keeping in the middle of the frozen stream and closely watching the trees on either side.

Right glad was he to reach camp safely, and the next day he with a companion, both armed with rifles, started for the swamp to kill the Indian devil.

Creeping cautiously along and scanning every tree, they at length heard the shrill screech of the panther and after keen but cautious search found their game.

A tall, slender spruce tree had blown over, resting on another spruce some thirty feet from the ground. A high wind was blowing, and, as the trees rocked to and fro, occasionally the worn surfaces where the trunks were in contact would chafe and the sound produced, aided by the imagination, was enough like the scream of an Indian devil to make an unarmed man alone in the woods feel a little nervous.

W. T. J.

Written for THE SILENT WORKER.

## TO FLOG OR NOT TO FLOG.

"To flog or not to flog" is a question which, as regards the public schools in our most advanced States, has been settled in the negative by the Legislature. The general feeling among teachers, too, is against corporal punishment, although now and then a voice is raised in favor of the rod.

It is often helpful, in judging the value of a method or a system, to see how it works when carried out to an extreme. When it is employed only within narrow limits, it may be hard to discern its real tendency. But if it is ridden as a hobby it will be easy to see which way it goes. Thus, three hundred years ago, it was thought quite the proper thing to use violence against people to correct wrong views in theology. Puritans, Quakers, Catholics, Covenanters, Huguenots, or Baptists as the case might be, they were fined, imprisoned, set in the stocks or in the pillory, their noses were slit and their ears were cropped, they were racked, cut down by dragoons, hanged, beheaded and burned at the stake on account of their religious views. So long as all this was done in moderation it seems not to have occurred to any one that there was any thing wrong about it, provided you only persecuted the right kind of heretics.

But when Torquemada, who had a fine logical mind and who was a "hustler," took hold of the business in Spain, and in fifteen years burned 10,000 people in the Plaza of Madrid, so that recent excavations there have shown a thick stratum of calcined human bones and charred flesh and clothing—why, people began to think that there was something wrong about the system of torturing people to death for the good of their souls.

Similarly, there has lately been, in a neighboring state an investigation which has shown that the head of a reformatory, has within five years, struck 20,000 blows on the bare bodies of about 2000 youths, and incidentally has clubbed over the head about 200 of them.

We do not cite this for the purpose of condemning the man—perhaps the sufferers deserved all they got, and it may be that there was no better way to do under the circumstances.

But, if you have thought that whipping, in moderation, is a part of a good system of discipline in home or school, look at this record! What do you think would be the effect on you of striking 20,000 blows, each of which should cause acute suffering, on beings made in God's image, be they good or bad? And if you struck, say, one per cent of this number of blows, would not the effect, in proportion, be the same?

It is true that three centuries ago whipping was not only in vogue, but was regarded as a sacred duty.

Husbands beat their wives, parents beat their children, teachers beat their pupils, masters beat their servants, mistresses beat their maids, while as to soldiers, sailors, criminals and madmen, their lives were made a perfect hell on earth by the lash. In short, every one who could strike beat every one who could not strike back.

Lady Jane Grey complains of blows and of being "cruelly bobbed and pinched" at an age when she could find solace from such cruelties in reading Plato in the original. John Paston's sister, in the same age, welcomes marriage as freeing her from daily chidings and beatings. But surely the court ladies of Elizabeth's and of James the First's time, and the beauties of the Restoration are not models on which even the giddiest of our American girls could form herself to any advantage.

And the British Tommy Atkins of to-day surely is a better soldier in every way and is held in far better control than were "Kirke's Lambs," or the troops who broke in confusion at Killiecrankie. The truth is, that no punishment which is or which seems to be vindictive is useful for discipline. A quiet, impassive, unrelenting order of things which brings reward to the good and evil to the wrong doer, is what brings about good discipline. A stroke of lightning does not teach any one to keep out of harm's way—a heated stove does.

The truth is—the notion that flogging is good for discipline dates back to a time when people spoke of "an act of God," meaning a tornado, an earthquake or a shipwreck, and when they attributed to the devil any such wonder as a marvellous cure of an illness, an invention like printing or any remarkable advance in knowledge.

In this age of wider minds and kinder hearts this superstition should go where other gloomy, tyrannous beliefs have gone, leaving the air sweeter for their absence. W. J.

Profusion, but no waste; this is the lesson that Nature reads us every where. The dead leaves of this Autumn are worked into next year's soil.

—Phillips Brooks.

#### A DEAF-MUTE'S INVENTION.

The *Scientific American*, of June 16, contains the description of a toy cart which Mr. Paxton Pollard, a deaf printer of Norfolk, Va., has patented. The cart contains two grotesque figures mounted upon a drum-like pedestal. By action of a wire connected with the axle the figures are caused to bow or bend as the cart is pulled or pushed, and at the same time a whistling or squawking noise is made. It will prove much more interesting to children than the popular Jack-in-a-box. Mr. Pollard ought to make considerable money from his invention.

#### SUPERSTITIOUS CHINESE.

The following interesting note is taken from a letter of Mrs. Mills, the lady who has charge of the missionary school for deaf-mutes in Ning-po, China, to the Rochester, N. Y. "Little People."

We have often wondered why the Chinese spent so much on the defense of this city, and now learn that some of the older missionaries recall an old saying to the effect that Tung Chow is the lamp and Pekin the oil, and if the lamp should be broken the oil would be spilled and the light of China would go out. Just before the French war ten years ago, the Empress dreamed that Tung Chow was taken by the French, so they immediately fortified it to the best of their ability. You may remember that it was during the French war that I first came to China. I found the city surrounded by earthworks. They seem to use another kind of defense now, as they are not throwing up any earthworks at all. The old saying referred to is a play on the names of the two cities. The Chinese are so very superstitious that if Tung Chow should be taken, their spirit would be all gone and they would give up.

The officials seem to feel some anxiety in regard to the present war on account of a mistake made by the Emperor in repeating the prayer which he offers yearly in the spring when he worships at the Temple of Heaven. It is reported that he said, "May all other empires go up and China go down," instead of the reverse, and that consequently he is much depressed. I do not know how much truth there may be in this story. It is not impossible.

#### THANKSGIVING.

Once more the liberal year laughs out  
O'er richer stores than gems or gold:  
Once more with harvest-song and shout,  
Is nature's bloodless triumph told.  
  
And let these altars wreathed with flowers  
And piled with fruits awake again,  
Thanksgiving for the golden hours  
The early and the latter rain.

—J. G. Whittier.

#### IN AID OF THE DEAF.

The Volta Bureau Almost Ready to Begin its Work.

One of the foremost workers in behalf of the deaf is Dr. Alexander Graham Bell, inventor of the telephone and founder of the Boston School of Vocal Physiology. For many years Dr. Bell's interest in the education of the deaf has been active. Through his generosity there has recently been erected in Washington, D. C., a building which will, when ready for occupancy, be devoted exclusively to the increase and diffusion of knowledge relating to the deaf. For this purpose he used the \$50,000 awarded him in 1876 for scientific gifts to the world, together with its accumulation and a \$10,000 donation from his distinguished father, Professor Alexander Melville Bell.

The Volta Bureau, it is called, in honor of the electrician and inventor, Alexander Volta. It is not, as many suppose, an educational institution for the deaf and dumb, but rather a headquarters and place of study for professors, scientists, physicians and others interested in the advancement of knowledge among that class. It

will be a place of congregation for the discussion of any problems that arise and the exchange of ideas as to the different methods of instruction. Here reports of experiments and discoveries from far and near will be received and studied scientifically, and, with the publications of the bureau, gratuitously distributed throughout the civilized world.

The establishment of such a bureau, the only one of the kind in the United States, fills a crying need and marks an epoch in the history of the deaf.—*Ex.*

#### SILENT HUMOR.

##### THE FAVORITE NOT IN IT.

*Scene*—A street outside an important race course.

A rather deaf gentleman, putting his head out of a window, inquires from a boy who was running by which horse had won the race.

"Postponed," yelled the boy.

"Who was second?" shouted the man to the urchin, who was now in the distance.

"On account of the frost," bawled out the boy.

"Great Scott! who was third?" again asked the man.

"You old fool," answered the boy, "they have not run."

"Well! I'm cornered; three blooming outsiders and the favorites not in it," grunted the man, as he withdrew his head.—*London Spare Moments.*

#### IT CURED HIM.

Bill Jones was deaf and dumb, an' not  
A man ever heard  
From them uncommon lips o' his  
A solitary word.

So when he made the usual signs  
To say he "thought he'd run  
For Congress," every body laughed  
An' there was lots of fun.

But Jones—he was elected—  
Jes' went in like a charm;  
"Fer bein' deaf and dumb," they said,  
"He'll never do no harm."

But great was the surprise of all;  
When Jones—the silent Bill—  
Struck Congress, he out-talked them all,  
An' he's a-talking still."

CANBY—Did you hear that poor Hanby had lost his speech.

DANBY—Of course, I didn't; for the reason that Hanby is a deaf-mute and talks on his fingers.

CANBY—Right you are; since he caught in a game of base ball he hasn't been able to speak his own name.—*Puck.*

—PROF. THOMAS FOX is vice-principal of the New York Institution; James L. Smith, late head teacher at the Minnesota school, was recently elected principal of that institution; Robert M. Patterson has been principal of the Ohio Institution for several years past; James Simpson is superintendent of the South Dakota school; John Geary is principal of the Cleveland day school, of which he was the founder; James S. Cloud is principal of the St. Louis day school; A. R. Spear is at the head of the North Dakota school; Philip Emery was the founder and first principal of the Kansas school and of the Chicago day school; Henry C. Rider started the Northern New York Institution some ten years ago and is still its superintendent and S. G. Davidson, (a semi-mute) is a teacher in the oral department of the Pennsylvania Institution. All of the above mentioned gentlemen are deaf but their affliction does not seem to prevent them from getting on in the world.—*Deaf-Mutes' Advocate.*

#### "AS OTHERS SEE US."

THE SILENT WORKER, the organ of the Deaf-Mutes at the Trenton institution, is one of the ablest institution papers published in this country. It is edited with unusual ability, and is indeed a very interesting publication, not only for deaf-mutes but also for the general reader. It is handsomely illustrated and elegantly printed, and a great credit to the State's publications. Published every month for Fifty Cents a year. Address THE SILENT WORKER, Trenton, N. J.—Jamesburg Advance.

IN another column will be found an interesting sketch of Douglas Tilden, the deaf California sculptor, for which we are indebted to the SILENT WORKER that exceedingly attractive and ably conducted paper of the New Jersey School. In illustrations and general make up it easily leads the Little Paper family.—*Maryland Bulletin.*

No neater looking paper, and none that is more worth reading comes to *The Mirror* than the SILENT WORKER from the New Jersey School. For more than a year now, it has been illustrated with cuts of great artistic merit, and of real interest to the deaf and their friends. Our old friend, Geo. S. Porter, deserves great credit for the even way in which he keeps the *Worker* up to the high standard he has set for himself. Incidentally, too, the New York School deserves the very highest praise for turning out graduates who know all of the printer's business as Mr. Porter knows it.—*Michigan Mirror.*

THE current number of "THE SILENT WORKER, published at the New Jersey School for Deaf-Mutes, is a handsome affair. The work is done by the pupils of the school, both composition and press work, and it is very creditable indeed. It contains a sketch of Douglas Tilden, the celebrated deaf sculptor, with a number of excellently printed engravings of some of his works.—*True American.*

EACH issue of the SILENT WORKER seems to be an improvement on the former one, but as it is published only once a month, they can afford to put on a good deal of style—*Mo. Record.*

THE recent issue of the SILENT WORKER has the beautiful portrait of Willie Elizabeth Robin, another wonderful blind and deaf girl. The paper gives a very interesting account of the progress of her education at the Perkins Institute for the Blind at Boston, Mass.

We always enjoy a rich literary treat in the SILENT WORKER. It is an excellent paper.—*Critic.*

THE SILENT WORKER, published at the Trenton, N. J., school, has reached us. It is a fine edition and contains an excellent cut of Willie Elizabeth Robin.—"Bones," in *Silent World*.

LUCIAN V. RALPH, editor of the *British Deaf-Mute*, says: "I can fearlessly say that of all the American papers, I like the WORKER best, but perhaps this is because I am English. I like something substantial, well written and carefully edited; and that is what you give with the SILENT WORKER."

CHARLEY KROEKEL, the deaf mute boy burglar, who has broken out of his jails and reform schools so often, is in Camden Jail on a fresh charge of burglary. The lad is a phenomenal lockpicker, and his career as a burglar began at his home in Egg Harbor City, about six years, when he was but ten years old, and resulted in his being sent for a term to State Prison.—*Jamesburg Advance.*

## INDUSTRIAL DEPARTMENT

Conducted by G. S. Porter.

TAILORING has turned out to be an unprofitable trade to the deaf of Minnesota, and the school at Faribault has consequently closed its tailor shop. Wonder how it is with the deaf of other States who have followed that trade. The matter ought to be freely discussed by those who are in position to know.

The day is coming when it will be no longer profitable or advantageous to teach typesetting to the pupils of our institutions, for with the spread of typesetting machines of what use will it be to teach them a trade that they cannot earn a living at after leaving school? Then we are likely to see a great many of these little papers wither and die. This will leave the field open to the independent press, which will be equipped with a machine and will be produced so cheaply that it will not only be self-supporting but a paying venture, for it will have plenty of subscribers in the absence of the little papers that satisfy the longing for news about the goings-on in the deaf-mute world but which, being controlled by the hearing, will not voice their real sentiments or advocate the true interests of the deaf when these interests conflict with the theories or selfish desires of the hearing. —*National Exponent*.

It is regretted that a paper like the *Exponent*, which professes to uphold the interests of the deaf, should publish the above which is taken from a recent editorial. Just because the type-setting machine is taking the place of hand composition, it does not follow that the little family of school papers will "wither and die." The *Exponent* seems to forget that it requires more than a type-setting machine to get out a paper—that the type-setting is only a small part of the work required of a printer. There are the proof-reading, the making-up of type into pages, the press-work, feeding, and other numerous details to go through with before a paper or book is ready for the public.

But will hand composition be entirely replaced by the machine? That is a question which even the most ardent admirer of the type-setting machine dare not affirm. The finest grades of letter-press printing will always require a fair amount of hand composition, while in job work and rule work hand composition can never be replaced by the machine. As with the sewing machine, so with the type-setting machine, there will be plenty of work for the hands to do.

In our school printing offices the *alpha* and *omega* of the printing business is taught. If the pupil is ambitious and willing to learn, and is allowed time enough with an instructor of the right sort, he will learn not only composition but the whole business. A man who can do the work on a newspaper, all the way from setting up type to getting the paper off the

press in a first-class manner, is always in demand, machine or no type-setting machine; and are not our schools trying to send out such men. What reason, then, is there for alarm? Is there any good reason why our little school papers should "wither and die?" They are doing a vast amount of good, all the way from improving the language of pupils to educating the public as to the abilities of the deaf.

And how about learning to operate machines? Do not our best deaf compositors take to it as a duck does to water? Ask Stryker, Donnelly, Palmer and others who have operated them.

The type-setting machine is welcome. Only the "botches," "blacksmiths" and bums will suffer and die out—and they will not be missed.

The following extract from an editorial in that bright and progressive paper, *The Michigan Mirror*, conforms exactly with our own views, and the fact that two members of the Board of Trustees are successful printers, ought to bear much weight in the matter:

It was debated at this school, and the Board of Trustees, two of whom are successful printers, decided to continue to have printing taught here, thinking it as good as any trade they could substitute for it. The improvement of the manual training department of this school is very dear to the Board, and after mature consideration they think printing a good trade to teach. The "tramp printer," who can only do straight work, must go; the boy who leaves the office with his trade half learned will fail; but the perfect printer who knows his work from one end to the other need fear no machine competition.

\* \* \*

The following letter from the foreman of the Minneapolis *Journal*, appeared in the *North Dakota Banner* of a recent date, and will be read with interest by deaf printers, for it upholds them in their demands for more thorough training at the schools:

## THE MINNEAPOLIS JOURNAL.

J. S. McLAIN, Editor.

MINNEAPOLIS, MINN., Oct. 23, '94.

EDITOR BANNER:—I will try and give you all the information I can, but as my experience with deaf printers has been somewhat limited, it may not be of much use to you.

I will state in the first place that in order to make a successful machine operator a person should be a competent printer, or compositor, for the one reason that in some offices they are liable at any time to be called from the machine to hand composition on advertisements.

No serious objection could be made to a deaf-mute other than the disadvantage of signaling, which objection applies as much to hand as to machine compositors. If a deaf man can operate a typewriter successfully, he can most of the machines that are on the market now; he would simply be under the disadvantage of having to use his eyes where the ears should be used. On

the machines used in the Journal office a bell rings near the close of the line, on the same principle as the typewriter. The more I look at the question I think in some cases the deaf man might excel the man who depends too much on his hearing and becomes careless, not using his eyes as he should, which could not possibly be the case with the deaf.

In regard to throwing printers out of work, no one can answer that question satisfactorily. Of the original force of the Journal, all have work now, but that is owing to the fact that we have a night run, on the Times. Of course the Times force was thrown out completely. Some of them have entered some other business and part of them are now "subbing" on the Journal and Times. It will probably take five years before things are settled down all over the country, but by that time the business will be as good, if not better than at present. The coming year will show some great changes, especially in Chicago, as all the papers there put in machines the first of the year. I will now answer your questions:

1. What machines are used on the Journal? Mergenthaler Linotype.

2. Could a deaf printer operate the machines successfully?

It is my belief that he could.

3. Would a deaf printer be given the same opportunity as one who could hear?

That would depend very much on the disposition of the foreman.

4. How many machines are used on the Journal?

Eleven.

5. How many were thrown out when you introduced the machine?

About 30, which was the Times force mentioned above, including 20 regulars and 10 "subs."

6. What is the supply of printers in Minneapolis?

Just at the present time there are none out of work, according to the report of the Union.

7. Have you had any experience with deaf printers?

Only with one, and found no serious objection to him.

8. What, in your opinion, will be the effect of machines on the printing trade?

The trade will be improved, and the moral tone will be better, as it will do away with the "tourist" element.

9. Are machines liable to be used in the once-a-week offices?

Yes, if the price becomes reasonable enough, but not before.

\* \* \*

The subjoined letter which appeared in the same issue as the above is the opinion of an expert:

BERKELEY, CAL., Oct. 14, 1894.

EDITOR THE BANNER:—In your issue of October 6th, appears an editorial in which it is asserted that "type-setting machines are throwing thousands of expert printers out of work" a statement that would not appear out of place in the columns of the *Exponent* nor in the conglomeration "Said Pshaw" cooks up, but in the *Banner* it calls for my strenuous objection. I think the statement was made without reflection. Certainly it is as far from the truth as it is possible to get. I am prepared to prove that no "thousands" nor even hundreds of expert printers have been so thrown out of employment. And I do not believe that one single solitary *expert* printer has been or will be permanently thrown out of employment by the direct intervention of machines. Expert printers welcome the coming of the type-setting machines. I have tried to keep posted on this matter. I am in touch with the printers of the world through the medium of the printing trade papers. I have seen several makes of machines in use, and I, for one,

fear the machines as little as I do the typewriter.

Respectfully,  
F. E. OWEN,  
Foreman News.

## INDUSTRIAL NOTES.

## Our Deaf In The World of Labor.

(From all sources)

—A. A. Devoe, Jr., of Beaver Meadow, N. Y., is a house, carriages and sign painter.

—Mr. E. Souweine, of New York City, has added photo-engraving to his wood-engraving plant.

—The Heller brothers, Robert, Henry and Edward (all deaf-mutes) are working in the rubber mill at Lambertville, N. J.

—Mr. J. T. Keefe, of Bellows Falls, Vt., says the *Deaf-Mutes' Journal*, runs the handsomest and largest shoe store at that place.

—Alex. L. Pach, of Easton Pa., has moved his photograph studios to 315-317 Northampton street, where he enjoys enlarged and more elegant quarters.

—Mr. Alva Jeffords, a graduate of the Illinois Institution, is editing *The Sauganaw County Record*, a paper published at Illiopolis, Ill.

—Mr. Ochs has been succeeded by Mr. Charles D. Seaton, of Quincy, Ill., as foreman of the printing office of the Minnesota School.

—Fred. Westmeyer, of St. Louis, running a tailor establishment on his own hook, says that his business is excellent and that he has had to employ extra help to meet orders on time.—*Deaf-Mute Critic*.

—Artist Blanchard, as usual, had the best showing at the St. Louis Exposition this Fall, for crayon portraits. His wife, formerly Miss Wells, carried off two prizes for tapestry painting.

—There are about twenty-five deaf-mutes in the employ of Sir William Armstrong's immense gun works at Elswick, near Newcastle on Tyne, England. Of these about six are draftsmen.—*Exponent*.

—Geo. R. De Latie, of Fort Fairfield, Me., is doing a good business as painter, ceiling decorator and kalsominer. He has recently been at work in Mars Hill, where quite a number of residences have come under the beautifying influence of his brush.—*Deaf-Mutes' Register*.

—A German deaf-mute sculptor, Peter Von Woedtke, of Berlin, recently won the Paul-Schultze-Fund prize of 3,000 marks, in an open competition.

Every competitor was required to submit a bas-relief relating to the destruction of Pompeii.—*Silent World*.

—William Naglo, a German deaf-mute, became distinguished as a master of electrical science in its application to arts and industries some twenty years ago. He founded an electrical establishment in Berlin. Naglo studied in Holland and England as well as at home, and he assisted in laying one of the transatlantic cables. His specialty is sub-marine telegraphy.—*Silent World*.

—In every considerable city on the continent may be found in use a great variety of printing and other presses bearing the name of I. Bachrach. Few are aware that Bachrach was born deaf and that he received his elementary education in the school for deaf-mutes at Prague.

He has taken out numerous patents on his various inventions and received a dozen or more decorations, diplomas and medals. Herr Bachrach established a large manufactory at Vienna.—*Silent World*.

**New Jersey Deaf-Mute Athletic Club.**

OFFICERS, 1894-5.

HON. J. B. WOODWARD, Hon. President.  
WESTON JENKINS, . . . . President.  
R. B. LLOYD, . . . Vice-President.  
T. S. MCALONEY, . . . Manager.  
CHRISTOPHER HOFF, . . . Secretary.  
CHARLES CASCELLA, . . . Treasurer.  
RICHARD ERDMAN, Captain Foot-ball Club.  
CHRISTOPHER HOFF, " Base-ball Club.

**ATHLETICS.**

All our football games, with the exception of one, had to be postponed this month on account of sickness in the school. The Trenton Tigers came over on the afternoon of Saturday, November 2nd, in all their natural ferocity, thirsting for our blood. They seemed determined to wipe the ground up with us, but—

"Oh my! how we blacked the tiger's eye."

The Tigers won the toss and kicked off; Hoff caught the ball, but was downed almost immediately. Our boys settled down to work and by a series of play round the ends by Fay and McAloney the ball was steadily advanced up to the Tigers 15-yard line where the Tigers obtained possession of the ball and punted down the field. Stokey fumbled the ball, but succeeded in regaining possession of it.

Again the ball advanced up the field until Fay was finally pushed across the goal line.

On the kick-off by the Tigers, Fay caught the ball and by good interference made a fine run up the field until he reached the Tigers 20-yard line where he was downed. At this period the Tigers began kicking against the decisions of the referee, who had acted all through the game in a fair and impartial manner, and behaving themselves in a manner resembling their savage namesakes. The referee decided to stop the game and declared our team the winner by a score of 4 to 0.

Mr. Charles Clarke, Cornell, '93, kindly acted as referee.

Our boys have improved considerably at interference and tackling. Our team has not been scored against this season.

We are very much pleased with our new football uniforms. We are becoming impatient to play the postponed games.

At a recent meeting of the Athletic Club the following ladies were elected honorary members of the club:—Mrs. Jenkins, Mrs. Myers, Mrs. Porter, Mrs. Smith, Mrs. Keeler, Miss F. Brown, Miss E. Brown, Mrs. Swartz, Miss Bunting, Miss Dey, Miss Hendershot, Miss Fitzpatrick, Miss Bilbee.

We have got a second eleven team

**SCHOOL BOOKS MAPS CHARTS GLOBES 59 FIFTH AVE. N. Y. CITY W. B. HARISON.**

now. Adolph Krokenberger is its Captain.

Our team lines up as follows:

Morris—Right End.  
Casella—Right Tackle.  
Rigg—Right Guard.  
Hoff—Centre.  
Stokey—Left Guard.  
Erdman (Capt)—Left Tackle.  
McGarry—Left End.  
Matzart—Quarter Back.  
Brian—Left Back.  
McAloney—Right Back.  
Fay—Full Back.  
Subs.—Hunt, Gallagher, Brands.

The football club of the Belleville School for the Deaf, has again won the "Corby Challenge Cup." Our team sends congratulations and hope they will be as successful in the future as they have been in the past.

**JERSEY CITY AND NEWARK.**

**The Coming Ball—A Surprise Party and Notes of Interest.**

A surprise party was tendered Mrs. Hutton, which also included the commemoration of the sixth anniversary of the wedding of Mr. and Mrs. Hutton, in Arlington, N. J., Wednesday evening, November 14th.

Mrs. Hutton was presented with a handsome parlor lamp by her friends. Games were indulged in at intervals. The donkey party and potato race proved to be the main attractions.

Suitable prizes were offered to winners of the respective games. Miss Ada Vanness, of Newark, carried off the donkey party prize and M. P. Reddington, of New York the latter.

Refreshments were served and when the clock indicated midnight, part of the company dispersed for their homes. All had a good time. Among those present were Mrs. A. Yankauer, Misses Finn, Redman, the Honsell sisters, Bradley, Moses and brother, Mr. and Mrs. Witcheldorf, Mrs. Partington and children, Mrs. Lewis: Messrs. Robert Maynard, P. Kees, J. Ward, C. Lawrenz, F. Lenox, E. Manning, F. Brown, P. Reddington, F. Knox, Wasserman, J. Black, J. Newcomb, H. Samuels, A. Bachrach, J. Shannon, J. Shea and C. Hummer.

All deaf-mute society is in a flutter over the coming ball. It is to take place in Newark at Green Street Hall, December 26th, the evening after Christmas :

The hall is the handsomest the committee could find in Newark. It had a grand opening a few weeks ago. The proprietor has promised to have the hall handsomely decorated with flags and bunting for the occasion. Indications point to a monstrous attendance. Those in charge of the arrangements are: Messrs. McManus, Chairman; Hutton, Kees. Newcomb

and Hummer, who are doing every thing in their power to make it a grand success.

**NOTES OF INTEREST.**

Mr. Charles Partington who has been working in Providence, R. I., the last three months, returned home Sunday.

Charles Hummer has been appointed Deputy Treasurer of the N. J. D. M. Society to succeed C. McManus who resigned.

Mr. Thomas Godfrey, of Brooklyn, delivered an interesting and touching lecture in the rooms of the New Jersey Deaf-Mute Society on Saturday, the 3rd inst., before a moderately large-sized audience. His subject was the "Two Orphans." After the lecture there was a grand drawing for a handsome set of salt-cellars. Miss Ada Vanness won the much coveted prize.

Quite a large number of mutes from Newark and Jersey City contemplate attending the Fanwood Quad Club's Ball which occurs on the 5th of December at the assembly rooms of the Lexington Opera House in New York.

Last month's number of the SILENT WORKER was pronounced unusually fine.

George Shannon, a mute, who runs a small, but first class shoemaker's shop, has removed to 170 Railroad avenue, where he has rented a more spacious shop. He says his business is increasing.

BERT.

Dreary is the time when the flowers of the earth are withered.

—W. C. Bryant.

**TEACHERS' MEETING.**

The Teachers' Meeting for October was held on Friday, November 2d, at three o'clock.

The first question for discussion was, "How best to teach colloquial English."

Miss Bunting said that an exercise which she uses is to have pupils carry on a conversation with each other, one writing questions and the other the answers.

Miss Hendershot said that she liked to have an object introduced and to get the pupils to ask questions about it.

Mr. McAloney said that a plan he had used was to get another teacher, or some hearing person, to come into his class-room and to hold a written conversation with him on some subject which the class could understand.

Mr. Jenkins thought this a good method. It is so hard to conjure up in cold blood a number of colloquial expressions for the purpose of teaching them and to fit them into sentences also prepared of set purpose as language lessons. On the other

hand, in the course of a conversation, ostensibly held as a means of giving the news, such expressions would come in naturally and without effort.

Miss Hendershot would write something to excite the curiosity of her pupils, e. g., "I laughed." They will naturally ask, "What for?" "Where were you?" etc.

Miss Florence Brown sometimes asked another teacher to bring her class to her room and to have conversation between the two classes.

Miss Bunting had tried the devices suggested by Miss Hendershot, with good results.

Miss Edith Brown had tried them, but got no response except when she introduced a concrete object.

Mr. Jenkins suggested that it was a matter of a difference in grade of the class.

Mr. Jenkins suggested the use of newspaper advertisements. Mr. McAloney held that from the third year up the newspaper should be a part of the school-room furniture.

The form in which the pupil shall put his answer to a direct question was discussed. Miss Edith Brown's way was considered the best. She puts the question thus: "Are you well?"

The pupil answers her: "Yes." Then he turns to the class and says to them: "I am well."

The second subject was: "How to Teach Beginners." Miss Bunting said one very important thing was to teach them in a variety of ways, to avoid fatigue.

Mr. Jenkins said that a very good way was to let the little pupils collect objects and keep their collections, learning the names and as much else as they can of the objects. He said that the notion of size and distance can be cultivated at an early stage. Children in the second year can begin with inch-long sticks and will soon learn to estimate the length of a book, etc. Then feet and yards, or for convenience the pace may be taken as a unit.

Miss Bunting suggested that measure and value be taught with the above indicated exercises.

The question of the tense to be first taught was brought up—Miss E. Brown favored beginning with the past, using the present also in such expressions as "I see," "I love," etc.

Miss Bunting favors making picture scrap-books, talking in finger-alphabet about things which interest the children though they can follow only partially what is said.

Miss Dey and Mrs. Porter were appointed the committee on subjects for the next meeting.

THE SILENT WORKER is only 50 cents for the school year.

## The Silent Worker,

PUBLISHED EVERY MONTH

AT THE

### New Jersey School for Deaf-Mutes.

#### SUBSCRIPTION PRICE:

One scholastic year..... 50 cents.  
To parents or guardians..... 25 cents.

Advertising rates made known on application.

*All contributions must be accompanied with the name and address of the writer, not necessarily for publication, but as a guarantee of good faith.*

*The Silent Worker is not responsible for opinions expressed by correspondents on educational or other subjects.*

Address all communications to

**THE SILENT WORKER,**

TRENTON, N. J.

Entered at the Post Office, at Trenton, as second-class matter.

NOVEMBER, 1894.

S. MILLINGTON MILLER, M. D., is a gentleman with whom we have not the honor of a personal acquaintance. In fact, we don't know who he is, although he may be one "whom not to know argues one's self unknown." But if these lines should happen to meet his eye, we beg to assure him that he scored no point in favor of the cause of oral instruction of the deaf or of his own weight as an authority on matters pertaining to the deaf and to their instruction, when he insinuated that Dr. E. A. Fay, the editor of the *Annals*, had been guilty of bad faith in connection with the publication of certain statistics. Dr. Fay replied to the slur, which appeared in the Philadelphia *Press*, in a note of admirable temper, in which he explains that the delay in publishing these statistics is due to the magnitude of the work, and with modest dignity adds that those who know him will not believe this charge that he has delayed publication because the results of his investigation are at variance with his preconceived opinions. The well-earned reputation of a man like Prof. Fay for fairness and impartiality is a possession of which we should all be proud, whether or not we agree with his views on all subjects connected with our work. Some of our contemporaries who have made similar attacks on other equally honorable gentlemen because of their views in favor of oral teaching will perhaps notice how unseemly such imputations are, and will turn over a new leaf.

WITHIN the last month we have added a magic lantern and 150 slides to our other means of instruction and entertainment. The lantern is of Queen & Co.'s "Improved Standard"

pattern, the best oil lamp now on the market. The subjects of the slides are scriptural, geographical and historical. It is expected that a large number of pictures, on a great variety of subjects, can be borrowed from other schools. The method used is as follows: A picture is first thrown on the screen and the title is given by finger-spelling, the hand being placed in the circle of illumination. Some of the important parts of the picture are pointed out and the names are given. Then the gas is turned up and the lecturer gives an account of the subject of the picture. Then the gas is turned down and the picture is again thrown on the screen and allowed to remain long enough to let the pupils take it in. The teachers find the lantern a great help in interesting the pupils in geography and history, and the exercise in language which is given by the descriptions of the pictures is very useful. The pupils enjoy it very much and all are grateful to the Board for their kindness in giving them this valuable and interesting apparatus.

WE take the following from Edward Everett Hale's "A New England Boyhood":

"I am always urging people to let their boys have printing apparatus in early life, because I think it is such a good educator. The solid fact that 144 ems will go into a certain space, and will require that space, and that no prayers nor tears, hopes nor fears, will change that solid fact—this is most important. I think also that, as a study of English style, the school of Franklin and Horace Greeley is a good one."

It would be hard to state better the arguments which convince us that it pays to teach printing to the deaf—that is, the arguments besides the all-powerful one of bread and butter. The first of the arguments is equally strong in favor of manual training in wood and metal work, if properly conducted.

THE *Gazette des Sons-Muets*, published at Nancy, France, notices in its issue of November 1st a biographical sketch of the late Leopold Loustan, a deaf-mute painter, by Theophile Denis, custodian of the general museum of deaf-mutes. The *Gazette* says: "Mr. Denis, not contented with seeking out the works of deaf-mutes in order to enshrine them in a glorious setting, applies himself with his fine critical and literary ability to review the works of the most illustrious of our number, especially when these illustrious actors have disappeared from the stage of life. We may recall the admirable sketches of Berthier, Desine, Etienne de Fay, Peyson, etc. He has wished to execute an equally notable study of the lamented Loustan. It must be said that Loustan deserved such a

posthumous tribute. This of Mr. Denis is not the only one that has been offered. M. Henri Jouin, in the *Œuvre d'Art*, of July 5th, has treated of the valuable art career of Loustan.

We quote below the conclusion of Mr. Theophile Denis's admirable monograph: 'Deaf-mutes, my dear friends! cherish religiously the memory of these, your elder brethren as it were, and while the unjust prejudices which relegate you to a position of intellectual inferiority still retain their force, you may mention with pride the names of Frederic Peyson and Leopold Loustan.'

OUR sporting correspondent gives us in this number a very good story on an Indian guide. We happen to have heard a somewhat similar story at the expense of our correspondent himself, as follows:

When a young man just starting on a business career, "W. T. J." was book-keeper to a dry-goods commission house in Boston, and had a nice little bachelor room fitted up in the store. One night he woke up suddenly from sound sleep and, listening intently, heard footsteps on the floor overhead. Hastily putting on his clothes, and taking his revolver, he cautiously crept up the stairs, and looked carefully around. The room was dark, but a ray of moonlight came through a small iron-barred window at the other end. The noise continued and he moved silently so as to bring the robber between him and the light.

At last he saw something black moving slowly, and he was just bringing the sight of his pistol into line with the object, when the supposed burglar gave utterance to a loud and prolonged "M-i-a-o-u-w."

It was a cat!

WE have received a copy of "Ministerial Plagiarisms," an address by Rev. A. C. Thompson, D. D., of Boston. The author acknowledges that literary theft is not unknown among his brethren of the cloth, and he scores those guilty of this offence with the "vigor and rigor" of a sound New England conscience. "Stealing sermons is a fraternal wrong. It is akin to the treatment of Joseph by his brethren. It has the elements of a threefold delinquency—theft, lying and hypocrisy, and that, too, by men who are presumed to be custodians and exponents of honor and truth."

Speaking of Joseph, the Doctor might have drawn another illustration of his subject from another character in Egyptian story, to bear on the fate of one of his own books, "Seeds and Sheaves." An English author had the cruelty, not only to write a work in fifteen volumes, but to incorporate into it, word for word, almost every paragraph of Dr. Thompson's book, scattering these morsels up and down through

his Sahara of verbiage, as the wicked Typhon is fabled to have hewn in pieces the good Osiris and to have scattered the fragments through the world.

The following anecdotes are worth repeating:

"A clergyman having begun an able discourse, one of the hearers, a well-read but eccentric man, exclaimed, 'That's Tillotson!' Not long after came another exclamation, 'That's Paley.' The preacher paused and addressed the disturber. 'If there is a repetition of such conduct, I shall call on the warden to have you removed from the church.'

'That's your own!' followed promptly."

"A gentleman residing in a southern city heard a sermon one Sunday morning which was familiar to him. Lingering in the aisle till the preacher came from the pulpit he said to him, 'I like your sermon very much—as I did when I read it in Dr. Thompson's book, *The Better Land*.' Speaking of coincidences, which often seem to give color to charges of plagiarism, Dr. Thompson notes that 'Dr. William Goodell, in Constantinople, and his brother Joel in Ohio were led, quite independent of each other, on the 11th of May, 1835, to preach from the same text, 'There remaineth therefore a rest for the people of God,' and that was the very day their sister Lydia died in New York.'

Dumas has made a pregnant remark apropos to this subject, and aptly quoted by Dr. Thompson, "Borrow from old masters their manner of seeing, but not their manner of saying." Dr. Thompson speaks with caustic dryness of a young man who had "conveyed" a sermon, as having been "prepared—in some respects—for the ministry."

The address might be read to advantage by all persons engaged in literary work, for the soundness of its sentiments and its keen analysis of the various excuses urged by detected plagiarists. The lightness of touch and the play of wit are remarkable in the writings of an author in his eighty-third year.

WE give an unusual amount of space to our educational department this month, as we have the opportunity, through the kindness of Dr. Green, Principal of the State Normal School in this city, to present a plan of science-teaching for grammar school pupils, prepared by Miss Amelia C. Hewitt, a teacher in the same school. Miss Hewitt is a woman with an inborn genius for teaching, and trained at Wellesley in the modern methods of scientific investigation. Teachers of the deaf, on examining this outline of science work, will see that it is very largely made up of experiments and simple instruction such as a class of deaf-mutes could

perform and comprehend. It is always a great gain when we can find any branch of work which we can follow along the same lines taken by teachers of normal children, with the prospect of approximately equal results. Drawing and manual training are such subjects and here seems to be another.

Coming with the sanction of so high an authority on educational matters as that of Principal Green, this plan may be accepted as being up to the highest standard of present pedagogic knowledge, and it will furnish suggestions, no doubt, to many teachers of the deaf.

THE Trenton Street Passenger Railway serves a number of purposes besides that of furnishing transportation to the people of this city—and this function, we may observe, it is performing, under the firm but friendly criticism of the SILENT WORKER, with increasing efficiency from month to month.

The litigation which it provokes keeps the lawyers from starving these hard times, its eccentricities are provoking enough to keep the "Professors of Profane Languages" in constant practice, the mounds of earth and the boulders which mark its line add picturesqueness to the scenery of our streets, and the vagaries of its management are sometimes such as to "add to the gayety of nations." A system of transfers has lately been put into operation on its line which is thought by experts to be a fine example of the method of "how not to do it," and which has the following unique and comical feature. When you pay your fare, expressing a wish for a transfer ticket, the conductor takes out a slip of bluish green paper ornamented with pictures reproduced from newspaper advertisements.

There is the man who makes the California chewing gum, the "nervous wreck" before he was cured by celery compound, the old doctor whose sands of life are almost run out, and the eminently proper female who smirks benignantly over the signature, "Yours for health." There may be also a Mellin's Food baby and a cut of Senator Peffer, but we are not sure. The conductor takes a good look at you and punches a hole under the picture that looks most like you. When you get to the place where you change cars you file past the reviewing officer—we guess he is a brigadier general—who looks at you and if he thinks you are the party indicated by the picture, gives you an exchange ticket. The sharp practice comes in here—that if he refuses the ticket you are so glad you don't look like the picture that you don't grudge the extra nickel.

**Subscribe for The Silent Worker.**  
Only 50 Cents a Year.

### LOCAL NEWS.

—Many of the pupils went home to spend Thanksgiving.

—The industrial building will probably be completed by the 15th of December.

—One of Fairbank's platform scales have been put up in the yard near the boiler house.

—The lady officers of the school have formed a "Novelty Club." Mrs. Swartz is President.

—Tommy Taggart, who fell and broke his wrist some time ago, is improving under the doctor's care.

—The New Jersey School will be represented at the Fanwood Quad Club ball in New York, December 5th.

—Mr. and Mrs. Hannold and son Raymond, of Philadelphia, visited friends in Trenton on the 25th inst.

—It is said that efforts were made to organize a chess club in this city. If one is started, Messrs. Lloyd, Quackenbos and Porter would like to join it.

—The carpenter shop has been without a head for several weeks. It is understood that an appointment will probably be made at the meeting of the Board on the 4th of December.

—Ray Burdsall, who is at his home in Barnegat, N. J., writes that he has orders to paint on china for the holiday trade. He was a pupil of Mrs. Porter and is an intelligent young man.

—Mr. Jenkins spoke before the Teachers' Institute at Flemington on the morning of the 26th, in the afternoon at Somerville, and on the 27th at Belvidere. His subject was "The Education of the Deaf."

—The football game between Princeton and the University of Pennsylvania, on the 10th, drew a crowd of 15,000 people to the Fair grounds. Messrs Lloyd, Porter and McAloney went to see it. Our boys were sorry that Princeton lost. They all think that foot-ball is a great game.

—The following pleasant expression of sympathy with and interest in our pupils has been received from their friends in the Hamilton Avenue Sunday School:

HAMILTON M. E. SUNDAY SCHOOL,  
Nov. 18, 1894.

WHEREAS, The presence of the illness in the Deaf-Mute Institution has deprived some of the pupils of the privilege of attending our Sunday School, and likewise us of their company, therefore

*Resolved*, That we, the members of the said Sunday School, hereby express our heartfelt regret and sorrow, and trust we may soon all meet together again in our Sunday School.

*Resolved*, That the Pastor express our sympathy to Professor Jenkins, Principal of the Institution.

W. G. MACKENZIE,  
*Secretary.*

—The ladies of Trenton lately held a fair in aid of the new Mercer Hospital.

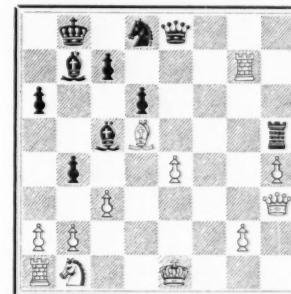
One feature was an exhibition of old and historic dolls. Among them was a doll given by Gen. Lafayette to a little girl in Philadelphia, another old doll was said to be one hundred and fifty years old and still another, the smallest doll in the United States, hardly an inch long but perfect. Mrs. Weston Jenkins lent a doll given her when a small child and purchased at a great Fair. It was dressed by the celebrated actress, Mrs. Scott-Siddons, as Lady Teazley in clothes made from pieces of her own.

—Trenton has suffered severely this season from diphtheria which has been especially prevalent in our part of the city. The two public schools nearest to us have been closed by the Board of Health. We have not escaped, having lost two lovely girls by the dreadful disease. In both these cases the children had seemed to be perfectly well until, when the doctor was called the disease had made such progress that it was almost hopeless to try to check it. Since then Dr. Lalor has ordered every child in school to have his or her throat examined carefully three times a day, and on the first appearance of any thing wrong the pupil is placed under treatment. Up to this date every case so treated has yielded. The city health inspector has made a thorough examination and has found every thing in the best condition.

### WITH THE CHESS PLAYERS.

Prof. Lloyd is representing the New Jersey School Chess Club in a correspondence game with the "Rook and Castle" Club of Newtonville, Mass. Two games are being played and the positions in first game, at time of going to press, are shown as follows:

NEWTONVILLE (Black) TEN PIECES.



TRENTON (White) ELEVEN PIECES.  
Black to move.

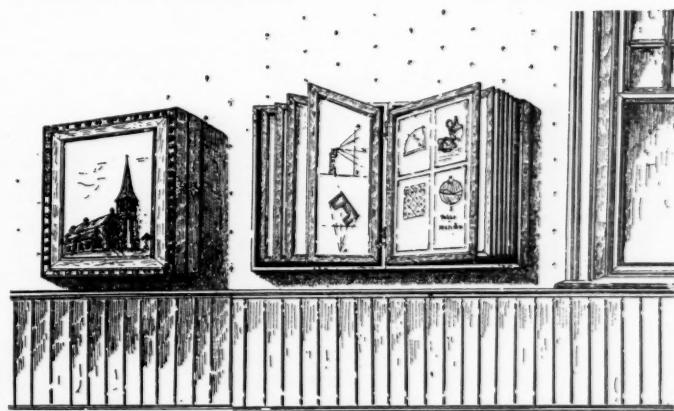
It will be seen that New Jersey has the best of the game. In game No. 2, chances of winning are about equal.

NOTA BENE.

Through the SILENT WORKER we have challenged every school for the deaf in North America to play chess by correspondence for the inter-institution championship, and as no one has dared to accept our challenge, we claim the championship. Take off your coat, roll up your sleeves and pitch in.

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N. J. D. M. S.

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## THE SCHOOL-ROOM

Conducted by R. B. Lloyd, A.B.

**W**E should always be on the alert to enlarge the stock of language of our pupils. For this purpose we have found no means more effective than telling short stories with the manual alphabet and having the pupils reproduce them, if they are old enough to do so; and, in the case of younger children, object lessons, in which the teacher picks up any object at hand and calls upon each pupil in turn to make a statement about it and then gives them other words which they have probably never used before. In the first exercise on this page, the object was a common ruler. All the statements, except those in italics, were made by the pupils. Those in italics were supplied by the teacher. As the same statements may be used in the description of a great many other objects, they become fixed in the mind by use.

R. B. L.

### A RULER.

It is a ruler. It is made of wood. It is twelve inches long. It is about one inch wide. It is thin. *It will not bend.* It will break. It is graduated. It has a *strip of brass on each edge.* It is light. It is straight. It is for measuring and ruling. It is nice. *It has a trade mark on it.* It is made of box-wood. It is grooved. The edge is dented.

### Exercise Papers.

#### I.

##### A PAIR OF EYE GLASSES.

1. What is this?  
It is a pair of eye-glasses.
2. What are they made of?  
They are made of glass and steel.
3. What are they for?  
They are to help the eyes to see.
4. Where do we wear them?  
We wear them on the nose.
5. Do you wear them?  
No, Sir, I do not.
6. Why do you not wear them?  
Because my eyes are all right.
7. Why do I wear them?  
Because you can see better with them?
8. Who sells eye-glasses?  
A jeweller sells them.
9. What else does he sell?  
He sells watches, rings, breastpins, chains, gold pins, diamonds, pearls, etc.

#### II.

1. What kind of book is this?  
It is a magazine.
2. What is it about?  
It is about gardening.
3. What issue is it?  
It is the issue for October 27, 1894.
4. What volume is it.  
It is Vol. XV.
5. What is the subscription price?  
It is \$1.00 a year.
6. Is it illustrated?  
Yes, Sir. It is illustrated.
7. Who are the publishers?  
They are A. T. De La Mare

Printing & Publishing Co., 170 Full St., N. Y.

#### III.

1. What is the difference between gold and silver?
2. What is the difference between the crayon and the slate-pencil?
3. What is the difference between the ruler and pointing-stick?
4. What is the difference between a needle and a pin?
5. What is the difference between these two books?
6. What is the difference between Walter and John?

### Pupils' Compositions.

#### THE BOX.

It is a box and it is made of wood. It is six and a half inches long and three and a half inches deep. It has crayons in it and is light. It is white and nice. It is on my desk. It has four corners and is oblong. The cover is gone. It is useful. It has words in it. I think it cost 25 cents and it is from Waltham Mass., U. S. It is dove-tailed. It is Mr. Lloyd's. The crayons are broken. They are for writing on the big slates. They are white and they will be used up soon. R. R.

#### THE BOTTLE.

It is a bottle. It is made of glass and it is for holding water. It has a label. It is torn. It is round. It is about ten inches deep and three inches wide. It is large. It is brown. It will break. It had ink in it. A man made it. It has a little lip. The water will disappear. It has a neck and it has a ring on the neck. The cork is gone. F. M.

#### ROME.

This is a picture of Rome. There is a great building in the middle of the picture. It is St. Peter's church which is the largest church in the world. Rome contains the ruins of many ancient buildings which were very fine. It was once a great and powerful city. Julius Caesar, Pompey, Cicero and Trajan were Romans. The people spoke the Latin language. Rome is near the Mediterranean Sea in Italy. It is situated on the Tiber river. The Pope lives in Rome in a beautiful palace.

#### Filling Blanks.

1. If I were ——, I would ——.
2. If I had ——, I could ——.
3. If I had been sick yesterday, I could not have ——.
4. If I were a boy (girl), ——.
5. If — should ——, —— might ——.
6. If — could ——, —— would ——.
7. ——, if he caught me.
8. ——, if I could.
9. If Washington had been killed by the Indians, ——.
10. ——, if I had seen it.

11. ——, if I broke the window.
12. ——, if I should fall into the water.
13. ——, if you will let me.
14. ——, if you will not let me.

### Arithmetic.

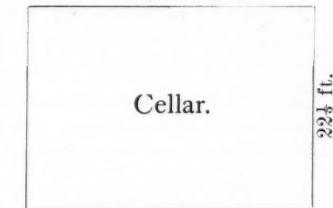
A merchant failed. He was able to pay only 83 $\frac{1}{4}$  per cent of his debt. He owed Mr. Moore \$3475. How much did Mr. Moore get?

$$3475 \times .83\frac{1}{4} = \$2901.62$$

Mr. Moore got \$2901.62

What will it cost me to pave my cellar with common brick at \$4.00 per M., the cellar being 32 ft. long and 22 $\frac{1}{2}$  ft. wide?

32 feet.



$$32 \times 22\frac{1}{2} = 720 \text{ sq. ft. to be paved},$$

$$8'' = \frac{2}{3} \text{ ft. } 4'' = \frac{1}{3} \text{ ft. }, \frac{2}{3} \times \frac{1}{3} = \frac{2}{9} \text{ sq. ft. in a brick}$$

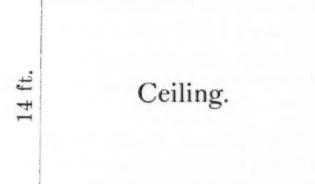
$$720 \div \frac{2}{9} = 720 \times \frac{9}{2} = 3240 \text{ bricks.}$$

$$3240 \times 4 = 12960$$

$$\$12,690 \div 1000 = \$12.96, \text{ cost.}$$

At 3 $\frac{1}{2}$ c a sq. yd., what will it cost to have four ceilings kalsomined, each ceiling measuring 16 $\frac{1}{2}$  by 14 ft.

16 $\frac{1}{2}$  feet.



$$16\frac{1}{2} \times 14 \times 4 = 924 \text{ sq. ft. in four ceilings.}$$

$$924 \div 9 = 102\frac{2}{3} \text{ sq. yards in four ceilings.}$$

$$102\frac{2}{3} \times .035 = \$3.59, \text{ cost.}$$

### Study of a Country.

#### I. Position.

- (a.) latitude.
- (b.) longitude.
- (c.) in continent.
- (d.) relative to the United States.

#### II. Boundaries.

#### III. Climate.

#### IV. Size.

- (a.) compared with the United States.
- (b.) area in round numbers.

#### V. Surface.

#### VI. Principal Rivers.

- (a.) name.
- (b.) general direction.
- (c.) navigability.

#### VII. Cities.

- (a.) seaports.
- (b.) manufacturing cities.
- (c.) capital.

#### VIII. Productions.

- (a.) vegetable.
- (b.) mineral.

#### XI. Animals.

- (a.) wild.
- (b.) domestic.

### X. Manufactures.

#### XI. People.

- (a.) race.
- (b.) appearance.
- (c.) dress.
- (d.) language.
- (e.) education.
- (f.) religion.

#### XII. Government.

#### XI. Exports and Imports.

#### XIV. Steamship lines to this country.

#### XVI. History.

France is between the 42nd and 51st parallels of north latitude and the 72nd and 85th meridians of longitude east from Washington. It is in the western part of Europe and is about due east of Maine. It is bounded on the north by the English Channel and Belgium; on the east by the German Empire, Switzerland and Italy; on the south by the Mediterranean Sea and Spain and on the west by the Atlantic Ocean. The climate is mild and pleasant. France is much smaller than the United States. It has an area of about 204,000 square miles. Its surface in the western and central parts is generally low, but the eastern part is high. The largest rivers are the Rhine, which flows into the Mediterranean; the Seine, which flows into the English Channel and the Garonne and the Seine, which flow into the Bay of Biscay. All these can be navigated. The most important seaports are Marseilles, Cherbourg and Havre. Lyons is famous for the manufacture of silks, satins and velvets and Lisle for its manufacture of cotton and linen goods. Paris is the capital. It is one of the largest and finest cities in the world.

Wheat corn and rye are raised in the northern part and in the southern part there are many vineyards and olive-groves. There are mines of coal and iron in the eastern part, and quarries of granite, marble, and other building-stone.

There are few wild animals in France, but there are many cattle, sheep, fine horses and other domestic animals. It is the home of the Norman horse and the big, strong Percheron horse. Besides silks, satins, velvets and linens, France makes fine jewelry, gloves, leather goods, pottery and many other things. The people of France belong to the Caucasian race. They are somewhat darker than Englishmen and Americans. The French ladies are very pretty and stylish. Most of the people dress as we do, but many working people and farmers wear blouses and wooden shoes. The French people are very intelligent and polite. They have many schools and colleges. Most of the people are Catholics, but all denominations are allowed. The population is about 37,000,000.

The government of France is republican. The President's name is Casimir-Perier. He was elected to succeed President Carnot, who was assassinated some months ago.

The chief exports of France are wines, silks, jewelry and other articles of taste and fashion. There are two or three steamship lines between this country and France. They sail from New York.

**Outline of Work for Elementary Science.**

In the preparation of this outline it has been the aim to suggest lines of work to the teacher of elementary science.

The work assigned to each month has been selected with reference to securing appropriate materials and conditions; and is arranged so that work in Zoology, Botany and Physics be all carried forward in due proportion throughout the entire course.

A. C. H.

State Normal School.  
TRENTON, N. J., Nov. 9, '94.

SEPTEMBER.

**I. Zoology.****A. BIRDS.**

- Observe whether any are nest building, or laying eggs; whether any have disappeared that were to be seen during the summer.

**2. Work for the class-room.**

- (a) A close observation of typical birds.
  - { Birds of Prey ; as, the Owl.
  - { Climbing Birds ; as the Cuckoo
  - { or Woodpecker.
- (b) Study the use of the parts, showing that structure is in accordance with mode of life.

**B. INSECTS.**

- General observations.
  - (a) Where insects are found.
  - (b) The character of their food.
  - (c) The movement of different insects.

**2. Work for class-room.**

- (a) A close observation of typical insects.
  - { Membrane-winged ; as, Bees, Wasps.
  - { Scaly-winged ; as, Butterflies, Moths.
  - { Two-winged ; as, Flies, Mosquitoes.
- (b) Note that structure is suited to mode of life.

**II. Botany.****A. General observations.**

- By measuring at intervals, find whether the plant has completed its growth for the season.
- Note the effect of weather upon plants.
- Observe plants that are affected by insects.

**B. Work for class-room.**

- A close observation of fruits, making function the central thought.

OCTOBER.

**I. Zoology.****A. BIRDS.**

- General observations.
  - (a) Observe migration.
  - (b) Preparation for winter made by those that remain.

**2. Class-room observations.**

- (a) A careful study of typical birds.
  - { Perching-birds ; as, Sparrow, Thrushes.
  - { Scratching-birds ; Doves, Grouse.

**B. INSECTS.**

- Collect larvae of moths and observe transformation.
- Observation of typical insects.
  - (a) Sheath-winged ; as, Beetles.
  - (b) Horn-beaked ; as, Cicadas.

**C. Other forms.**

- Observe the burrows of earthworms.
- Procure a mud-turtle, keep in a box of wet sand, to illustrate hibernation.

**II. Botany.**

- Observe the plant as a whole as the season changes.
- Study a twig.
  - (a) Leaf arrangement.
  - (b) Observe how and where the leaf breaks from the twig.
  - (c) Position and condition of the buds.

NOVEMBER.

**I. Zoology.****A. BIRDS.**

- Winter residents.
- Observe on what they feed.
- Note protection from cold and storm.
- Observation of typical birds.
  - (a) Runners ; as, the Ostriches.
  - (b) Wading birds ; as Snipe, Cranes, Rails.
  - (c) Swimming Birds ; as, Ducks, Geese.

**B. INSECTS.**

- Notice whether any are to be found.
- Observe the protection of their homes.
- Observation of typical insects,
  - (a) Straight winged ; as, Grasshoppers, Locusts, Crickets.
  - (b) Nerve-winged ; as, Dragon-flies.

**II. Botany.**

- Look for plants whose roots have been killed or died. (Annuals.)
- Look for plants whose roots live from year to year. (Perennials.)
- Look for plants whose tops are dead but whose roots are alive. (Biennials)

**III. Physics.****1. WATER.**

*Experiment I.* Material — a glass of water. Observe surface (level), that the water is curved at the top edges. Shape — like the vessel. Color, etc.

*Experiment II.* Pressure of liquids.

Pressure varies with depth. Material — a tin cup with openings at the sides and bottom. Observe that the water flows out. Observe where it flows the fastest.

*Experiment III.* Upward pressure of liquids. Material — a tin cup with a hole in the bottom, pushed down into a vessel of water. Observe water comes into the cup.

*Experiment IV.* Take a tin can, insert in one side near the bottom a cork in which is a perforation, through which passes a tube bent upwards. Observe the water rises to the same level in the tube as in the can.

DECEMBER.

**I. Zoology.****A. Animal movements.**

- Compare the movements of different animals.
- Look for reasons for any particular movement.

**B. Animals with no movement.**

- Observe coral, sponge or oyster in the shell.
  - (a) Where found?
  - (b) Reason why movement is not necessary.

**II. Physics.****A. BUOYANCY.**

- Into a glass of water put a block of wood or cork.
- Into a glass of water put a block of iron.
- Into a glass of water put a block of stone.
- Note how much of each is under water.
- Observe the loss of weight in water. (Density.)
- Note rise of water. (Impenetrability.)
- Capillary Phenomena. Put several small tubes open at both ends, into the water. Note rise of liquid, height of liquid, etc.
- Put a couple of pieces of window-glass into water. Note rise of water.

JANUARY.

**I. Zoology.**

- Provision for food made by animals that stay over winter.
- Relation between activity and food supply.

**II. Physics.****A. SOLUBILITY.**

- Put some sugar in water.
- Put some salt in water.
- Observe the crystals disappear. Evaporate, in an evaporator, some of each.
- Observe the crystals reappear. Observe changes that occur, as the water comes to the boiling point.
- Put some blue-stone, or sulphate of copper, into a glass of water. Observe the effect on the density of the water. Observe the color.

**B. WATER OF CRYSTALLIZATION.**

Heat a crystal of copper sulphate. Observe color, form, etc.

**C. WATER AND HEAT.**

Fill a test-tube with water, fit a stopper tightly into the open end and through the stopper pass a small glass tube. Apply heat. Observe expansion, no change in weight.

FEBRUARY.

**I. General Observations.**

- Look for the return of the birds.
- Look for the awakening of animal life.
- Examine twigs, for any changes since last observed.
- Look for any sign of returning spring.

**II. Physics.****1. Circulation.**

Put some potassium permanganate into a test-tube of water and heat. Observe circulation.

**2. Condensation.**

- (a) Evaporate some water and hold a cold piece of window-glass over the vessel.
- (b) Blow upon a cold window-pane.
- (c) Develop the idea of and teach the formation of clouds, rain, frost, dew.

3. Heat water to the boiling point. Note that it cannot be made hotter than boiling.

- Take a piece of ice and break into small pieces, put into small tin can and heat; stir well and introduce a thermometer. See whether you can make the ice warmer than 32°. Try again and mix with salt. Note use of salt in ice-cream freezer.
- Air occupies space.

- (a) Put one end of a glass tube into a vessel of water; blow air from the lungs through the tube. Note the bubbles, or spaces from which the air has excluded the water.
- (b) Float a cork on a surface of water, cover it with a tumbler and push the tumbler, mouth downward, into the water. Note the water does not rise into the tumbler.

[To be continued next month.]

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**OUR NEW YORK LETTER.**

**Thanksgiving Day and the Season of Mirth and Song—Lessons from Nature—Is it a Sin to Revoke the Use of Signs in Our Schools for the Deaf? —The Deaf in Dreams—Annual Ball of the Fanwood Quad Club.**

(From Our Regular Correspondent.)

[Subscriptions to THE SILENT WORKER may be sent to Robert E. Maynard, 20 Terrace Place, Yonkers, N. Y. He will also supply other information relative to the paper upon application.]

WITH November comes the cold blasts that lead human nature to the understanding that a still colder period is about to arrive. How careful of the seasons was nature. In the midst of early fall a chill day warned us that danger lurked nigh in the atmosphere if we did not take the hint. Then in late fall on an apparent warm day, with not a breath of wind astir, the beautifully colored leaves fell in countless succession. This taught us to prepare for the cold blast. Even if ignorance reigned on this earth we could from nature's lessons understand the weather changes. But happily, intelligence and past experience very well prepare our minds to understand a good long way in advance. How beautiful, indeed, is nature. It seems but one jump from the midst of summer to the late fall. And how beautiful and how inspiring has been the change in all flora. Everything has some show of color; even the ruddy breasts of the robins shine brighter and the orioles seem like a ball of fire. With the advent of all this coloring these birds have no show at all—the bright colors of nature offsetting theirs, they leave for greener fields.

\* \* \*

And with November comes round once more the season of mirth and song. Outdoor sociables have been driven indoors. Summer's heat has run off for a vacation. The theatre, the ball-room, parties, etc., occupy the long dreary evenings to supply us with our share of human happiness. But are you happy; are you satisfied with your lot on this earth? Thanksgiving, the grand old day of days comes and will pass away. With its coming, we gather up the blessings of the year and give thanks that things are no worse. Our hearts go out to our schools for the deaf. We give thanks that the veiled prophets of extreme methods have not full sway. That the future generation will not rise up and curse the school that failed of giving them the desired education because a method better adapted was discarded. The oralist will give thanks that he has subjects upon which to put his reckonings to trial. And are the deaf no more than slaves? It is the duty of the alumni of a school to see that the pupils have a fair show. It is their duty to influence the State to see that they are taught by a method the merits of

which need no questioning. It is their duty to oust any and all principals and teachers where incompetency is apparent. I believe the State will listen to those who have passed through these schools as pupils and have graduated with a tolerably good education, where they now know of defects existing.

\* \* \*

And let me here say that as soon as I can have an interview I am going to see the member of the State Senate and of the Assembly from this district and lay before them a petition against certain laws which exclude the deaf from offices under the state government; to inquire into the propriety of Commissioner Stewart rounding up our schools and then comparing them with asylums for the idiotic and insane. Shame! If our institutions are educational affairs they should be reported as such. Mr. Stewart can wait until the State Board of Education sees its error and the "examination" of the deaf will be numbered. He will have just seven "charitable" institutions less to visit.

\* \* \*

Orally taught pupils will continue to acquire signs. How? It is a mystery to their principal and teachers. Why, don't you see the signs come and are natural to the deaf. An uneducated hearing person and an uneducated deaf-mute are nearly the same. The deaf-mute will make signs to show his ignorance, the hearing man will resort to actions that embarrass himself and hearer. Now history tell us that in remote ages, the races of mankind used signs or signals. Nature supplies the loss of senses with a sense of signs. By it she meant to give us human happiness. He meant that no man should put a stumbling block before the blind and deaf; that no man should curse the deaf or mock them because they hear not.

\* \* \*

If we would only talk on subjects of which we have positive knowledge, conversation would become a lost art.

\* \* \*

The young mute of the present generation, according to late conventions, is not satisfied with push. What he wants is a pull.

\* \* \*

How many of us know that we lead two lives—a day and night life?

During the day we see with the natural eyes, this seeing is called real. During sleep we see with the natural eyes closed, but with the spiritual eyes partly or wholly open. The things, persons, acts, etc., that comes before these visions are unreal or ideal, so are called dreams. Now, the deaf-mute in his dreams must necessarily feel different from his hearing brother. Bereft of hearing and knowing so little of speech the question comes up:

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— A N D —

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people. I am sure that there are pupils who, in this direction, have traits of exceptional tact and agility in matters they most think of, most dream of in their sleep. Try it; see how it works.

\* \* \*  
Be on your guard young man. The "upsetting evils" of today are the "besetting" evils of tomorrow. By "upsetting evils" you will understand me better if I use the term "setting 'em up."

\* \* \*  
The annual ball of the Fanwood Quad Club comes off next week, on the evening of December 5th, at the Lexington Opera House, 58th Street near 3d avenue. The hall is one of the finest in New York and those intending to be present need not question this part. An efficient committee has all arrangements in charge and no one need fear any thing in this direction also. With this late announcement I predict that this ball will outshine any and all previous occasions. A large number of tickets have been sold already and when it is considered the deaf generally prefer to buy at the door, a great many will be sold there also. It is already an assured financial success and will surely pass into history as a social success. The club last year hired a hall late in the season which brought out a good many complaints. The notoriety of masked balls has soured the club on that sort and they have decided to give an evening dress ball. The ladies' parlors are exquisitely furnished and the whole air of the Opera House savors of refinement. A royal welcome is assured to out of town residents.

\* \* \*  
It is quite evident that the **British Deaf-Mute** is gaining in popularity in this country. Our papers have used the shears quite freely on this neat and interesting sheet, and it is not a blanket sheet either. INFANTE.

## FOREIGN DEPARTMENT

*Conducted by Thos. S. McAloney.*

### THE ROYAL COMMISSION.

**B**Y the earnest untiring efforts of the friends of the deaf in Great Britain a Royal Commission, consisting of eminent men, was appointed, in 1886, to inquire into the condition of the deaf and the blind of Great Britain, with a view to preparing the way for legislation on their behalf.

The Commission lasted from 1886 until 1888. It held one hundred and sixteen sittings and examined forty-seven experts representing nearly every method of instruction. The members of the Commission personally inspected all the British schools for the deaf, besides several of the continental schools. They obtained reports of the deaf from all over the world and examined a number of experts from foreign countries. America was ably represented in the person of

The Commission was composed of the following members:—

The Rt. Hon. Lord Egerton, of Tatton (Chairman); Rt. Hon. and Rev. the Lord Bishop of London; the Rt. Hon. Sir Lyon Playfair, M.P.; the Rt. Hon. A. J. Mundella, M.P.; the Rt. Hon. Sir H. J. Selwin Ibbetson, Bart., M.P.; Admiral Sir E. Southwell Sotheby, K.C.B.; B. St. John Ackers, Esq.; T. R. Armitage, Esq., M.D.; W. A. Campbell, Esq., LL.D.; E. C. Johnson, Esq.; W. Woodall, Esq., M.P.; R. McDonnell, Esq., M.D. (died 1889); Sir W. T. Robertson, M.P.; Charles Few, Esq. (died 1887); The Rev. W. Bloomfield Sleight, M.A.; The Rev. Canon M. Owen, M.A.; Lionel Van Owen, Esq.; C. E. Drummond Black, Esq.; (Sec.) Of this learned body only two of its members (Rev. W. Bloomfield Sleight, M.A., and Rev. Canon M. Owen, M.A.) could be called experts in the education of the deaf. Both of these reverend gentlemen have had a wide and varied experience among the deaf. Mr. Sleight is a son of Mr. William Sleight, Headmaster of the Brighton School for the Deaf, and at present occupies the honored position of President of the British Deaf and Dumb Association. Mr. Owen is Honorary Chaplain of the Mission to the Deaf and Dumb in the Diocese of Winchester.

Another member of the Commission, B. St. John Ackers, Esq., had a daughter who was deaf. He and his wife, Lady Ackers, visited the best schools for the deaf in America and Europe to examine into the different methods of teaching and to find out for themselves which was the best method to have their daughter educated by.

After careful examination they decided that the oral method was not only better for their own child but for all deaf-mutes, and when they returned home they did all in their power to give the oral method a firm footing in the United Kingdom. It was chiefly through them that a training college for teachers of the deaf was established at Ealing near London.

The Combined System seems to be gaining ground in Great Britain. Recently a school for the deaf was opened in Preston, England, under the headmastership of Mr. J. G. Shaw, a staunch supporter of the Combined System. President Gallaudet's Glasgow address seems to be having the desired effect.

There are fourteen known schools

for the deaf in Russia.

The schools for the deaf in Ireland and Australia are taught exclusively by the Combined System.

The portraits of Messrs. Abraham and Hepworth, the energetic editors of the *British Deaf-Mute*, appeared a short time ago in *La France Silencieuse*, an illustrated supplement to the *Gazette des Sourds-Muets*.

Mr. Peter Dodds, who has had a long experience in teaching the deaf under the London School Board, and who writes for the *British Deaf-Mute* under the nom-de-plume of "Pedro," has recently been agitating the question of establishing a training college for teachers of the deaf in Great Britain. The views Mr. Dodds holds in regard to the training of teachers of the deaf are very practical and I hope the day is not far distant when such a training college as he describes shall



THE REV. W. B. SLEIGHT, M.A.

be in full swing in Great Britain. I have noticed with pleasure that in all the recent reforms among British teachers of the deaf that Mr. Dodds has played an important part. Sometime in the near future we hope to be able to present our readers with a portrait of Mr. Dodds and a sketch of his life.

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